

A SURVEY OF THE MATERIALS COLLECTION OF THE
TEXAS SOUTHERN UNIVERSITY LIBRARY
HOUSTON, TEXAS

A THESIS
SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY
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CHAPTER I

INTRODUCTION

One important measure of the effectiveness of a college library is the degree to which the library provides the materials needed by the faculty and student body.¹ The university library, serving graduate and undergraduate students, is generally concerned with acquiring the standard reference books useful in specific fields covered by the curriculum, important books concerning subject fields not covered by the curriculum, a stock of books appropriate for recreational or leisure reading, and subscriptions to a selected number of general and specific periodicals. The university library serving the research function of the institution must also satisfy the demands made which are for neither books nor periodicals; materials, such as: serials, documents, dissertations, newspapers, manuscripts, maps, fugitive materials of many kinds, music, archival materials, films and museum objects.² Since the service rendered to an institution by its library is dependent upon the adequacy of its collection,

¹Guy R. Lyle, The Administration of the College Library (New York: H. W. Wilson Co., 1949), p. 579.

²Louis Round Wilson and Maurice F. Tauber, The University Library (Chicago: The University of Chicago Press, 1945), p. 318.

a survey of the library's materials collection determines the potential efficiency of the library.

It is stated in McDiarmid's, The Library Survey¹ that:

Library book and periodical collections have probably received less attention in library surveys than any other part of the library. In the great majority of surveys, a simple numerical figure has been used as a measure of the collection with little or no attention to the questions: What type of books does the library have? And is the library's book collection designed to meet the specific needs of its clientele?

This might be attributed to the fact that the materials collection "is one of the most difficult parts of the library to evaluate because it varies with the function of the college and with the method of instruction."² Such an evaluation is essential because the librarian is thus made aware of the actual holdings and can use the findings to determine measures to be taken in improving the library's collection.

Purpose and Scope

The purpose of this survey is to make a quantitative and qualitative evaluation of the general book collection, periodicals and ephemeral materials of the Texas Southern University Library. It is intended to show how the collection rates according to national and regional standards and how it meets the curricular and general needs of the students and faculty.

¹E. W. McDiarmid, Jr., The Library Survey (Chicago: American Library Association, 1940), p. 100.

²Lyle, op. cit.

Limitations

This survey which was made during the summer school period of June, July and August, 1956, was concerned only with reference materials and books in the general library collection. Audio visual materials were not included, neither were the Library's special collections which consists of The Heartman Collection of Negro Life and Culture, The Shaw Music Collection, The Law and Pharmacy Libraries and the children's books.

Significance

This is the first attempt to make a quantitative and qualitative evaluation of the Texas Southern University Library collection. The University is in the process of planning a library building and there is need to develop the materials collection. A survey of the collection is essential in determining the weaknesses and strengths of the library in order to have a practical basis for scientific future planning.

Methodology

A brief history of the institution and a description of the curriculum was taken from the University catalogs and annual reports of the President. The Library's service unit load was established according to the American Library Association Score Card.¹ The quantitative evaluation of the book collection was made by checking the shelflist for several

¹American Library Association. Board of Personnel Administration, Library Score Card; Degree Conferring Four-Year Institutions (Chicago: American Library Association, 1950).

numerical measures; the number of volumes in the library, the proportion of volumes in each subject area, and the percentage of duplicate copies in the collection.

The Catalogue of the Lamont Library of Harvard College¹ was selected as a checklist for the qualitative measurement of the book collection because of "its value as an actual working list rather than an ideal, theoretical listing of books which ought to be in an undergraduate library."² The library's card catalog was checked to see how many of the listed titles were in the library. The Classified List of Periodicals for College Libraries³ was used for the evaluation of the library's periodical collection because the list, published by the Southern Association of Colleges and Secondary Schools, "Represents a large cooperative effort to supply a foundation for improving college libraries in the South."⁴ The Jones' List of Fiction By and About Negroes, 1930-1954⁵ was used to evaluate the works by and about Negroes that are in the library.

¹Philip J. McNiff, Catalogue of the Lamont Library, Harvard College (Cambridge: Harvard University Press, 1953).

²Ibid., p. vii.

³Southern Association of Colleges and Secondary Schools, The Classified List of Reference Books and Periodicals for College Libraries (Birmingham: Southern Association of Colleges and Secondary Schools, 1947).

⁴Ibid., p. ix.

⁵Virginia L. Jones, "Fiction By and About Negroes, 1930-1954." (unpublished list, School of Library Service, Atlanta University).

The materials in general circulation in the social sciences, pure and applied sciences, history, biography and travel were checked for recency in titles.

A spot sample was made of important current materials. Twelve subjects were selected for the sampling, namely: sex education, UNESCO, The United Nations, juvenile delinquency, racial segregation, the Near East, the Far East, home and family living, Latin American countries, Africa, hobbies, and consumer education. These subjects were checked in the card catalog for the number of titles and for recency. The shelf-list was checked for the number of volumes on each subject. Every third book on each of the selected subjects was examined to ascertain the frequency of use.

The functional aspects of the collection were evaluated in terms of the opinions of a selected number of faculty members and students regarding the adequacy of the materials and the service of the library. Opinions of each department head and of two teachers in each department were obtained through personal interviews. Opinions of 300 students were secured through questionnaires.

The interpretation of the data collected has been based on the criteria suggested by McDiarmid¹ for the evaluation of library's collections.

¹McDiarmid, op. cit.

A Brief History of Texas Southern University

Texas Southern University had its origin as the Houston Junior College in September, 1927. In the summer of 1927, Wiley College conducted an extension school for the teachers of Houston at the Jack Yates High School. Courses were offered in education, history, English, science, mathematics, and foreign languages. This session proved so satisfactory that the Houston Board of Education permitted the opening of the Houston Colored Junior College in September of that year.¹

The enrollment gradually increased and the extension courses were attended by a considerably large number of teachers who enrolled for afternoon and evening courses. The work of the Houston Colored Junior College proved satisfactory and during the second session of its operation, it was given unconditional first class rating by the State Department of Education. In 1935, the Houston Colored Junior College became Houston College for Negroes, an accredited four-year college and a branch of the University of Houston, offering advanced work in education, English, political science and the social sciences. The first degrees were conferred at the close of the regular session 1935-1936.²

From 1927 to 1947, the Houston College operated within the physical quarters of the Jack Yates High School, sharing the same crowded facilities. Early in 1944 it became evident that these conditions, and the anticipated post-war growth, made it necessary

¹Texas State University for Negroes Catalog 1947-1948
(Houston, Texas: Regular Session, 1947-1948), p. 11.

²Ibid.

to move to a separate plant. As a result, the University of Houston purchased for the College the present sight of fifty-three acres in the southeast section of Houston.¹

In 1945, construction was begun on Houston College's first permanent building, the Thornton M. Fairchild Memorial Building, which was made possible by the generous contributions of Mr. and Mrs. C. A. Dupree and Mrs. T. M. Fairchild and other public spirited Negroes of the city. Mr. H. R. Cullen and friends (including the M. D. Anderson Foundation) contributed an additional \$100,000. In April of 1947, the \$200,000 building was completed and Houston College began operations on its new campus. The Thornton M. Fairchild Memorial Building, a vocational building, housed the main college program including the administrative offices, the library and classrooms.²

Texas State University for Negroes was established on March 3, 1947, by an act of the Fiftieth Legislature, Senate Bill 140 which reads in part, as follows:

That there is hereby established a university of the first class to be styled "The Texas State University for Negroes" to be located at Houston, Harris County, Texas for the instruction and training of the colored people of this State in all courses of higher learning, including, but without limitations, arts and sciences, literature, law, medicine, pharmacy, dentistry, journalism, and other professional courses, all of which courses shall be equivalent to those offered at the University of Texas or any of its branches.³

¹Catalog of Texas Southern University, 1955-56 (Houston, Texas: Texas Southern University Press), p. 2.

²Ibid.

³Ibid.

Following this legislative action, the State of Texas entered into an agreement with the Houston Independent School District which stipulated that the facilities of the Houston College for Negroes become the newly established state university. By September 1947, the transition has been completed and

Texas State University for Negroes opened its doors to its first enrollees - 2,303 in all, with instruction being offered in four branches: the Graduate School, the College of Arts and Sciences, the School of Law, and the School of Vocational and Industrial Education..The School of Pharmacy was added in 1949.¹

The name of the University was changed on March 19, 1951, by legislative action, from the Texas State University for Negroes to Texas Southern University.²

The original enactment and the subsequent act which redesigned the University as Texas Southern University expressed the following purposes regarding the development and conduct of the University:

That there is established and should be developed for the purpose of providing instruction, training, and higher education for Negroes a university of the first class.

That the university shall offer courses of higher learning "including, pharmacy, dentistry, journalism, education, and other professional courses"

That these courses shall be equivalent to those offered at other institutions of this type supported by the State of Texas.

¹Ibid.

²Ibid., p. 3.

That upon demand by qualified applicants, and upon meeting other stipulations of the Act, the University shall at all times offer educational opportunities equal to and comparable with those offered by other institutions of its type supported by the State of Texas.¹

Texas Southern University has grown considerably since the construction of its initial building in 1947. Ten permanent buildings, furnishings and equipment valued in excess of 10 million dollars have been added.² The fall semester of the academic year, 1948-1949, saw the beginning of construction on the first unit of the School's new building program - a 2 million dollar administration-classroom building. When this building was completed it housed all the major administrative offices, the main library, the School of Law, the Law Library, the branch post office, divisional and departmental offices, the art studio, and forty-five classrooms. In 1950 the Chemistry Annex was built and in 1952 the Pharmacy Building was completed.³ The dormitories and student union buildings were completed in June 1954. Generous donors, Mr. and Mrs. S. M. McAskun, Mr. and Mrs. William Clayton and Mr. D. B. Cannafax, started the drive "which culminated in the Board of Directors' move to borrow \$1,500,000 to build dormitory-dining-hall union buildings."⁴ Other buildings on the

¹Ibid., p. 1.

²Elva K. Steward, "Radio Program Relates T. S. U. History, Growth", The Herald, Official Student Publication of Texas Southern University, X, No. 6 (February 15, 1957), 6.

³Catalog of Texas Southern University, op. cit., p. 3.

⁴Texas Southern University, A Five-Year Report 1948-1953 (Houston, Texas: Texas Southern University Press, 1953), p. 7.

campus include the president's home, the Home Economics Practice Residence, a campus residence, and a number of temporary buildings.¹

Since the beginning of Texas Southern University in 1947, the curriculum has developed into six major areas of instruction. It now includes the Graduate School, the College of Arts and Sciences, the School of Law, the School of Vocational and Industrial Education, the School of Pharmacy, and the School of Business. Presently, the University has 201 teachers and 161 staff members, serving approximately 3,000 students.²

¹Catalog of Texas Southern University, loc. cit.

²Steward, loc. cit.

CHAPTER II

QUANTITATIVE MEASUREMENT

The Library Score Card¹ prepared by the Board on Personnel Administration of the American Library Association and the Classification and Pay Plans for Libraries in Institutions of Higher Education² prepared by the Board of Salaries, Staff and Tenure also of the American Library Association maintain that the criteria for quantitative evaluation of libraries are determined by the number of teachers employed and the number of students enrolled at various levels in the college. The service unit load of a particular library is determined by giving a unit value of one to each under-class student, two units to each upper-class student, three units to each honor student, four units to each graduate student and five units to each faculty member. The service unit load is determined by adding the number of units that represent the students and faculty members.

Table 1 shows that the service unit load of the Texas

¹American Library Association, Board of Personnel Administration, Library Score Card for Degree-conferring Four-year Institutions, op. cit., p. viii.

²American Library Association, Board of Salaries, Staff and Tenure, Classification and Pay Plans for Institutions of Higher Education (Chicago: American Library Association, 1947), p. xxi.

Southern University Library for the school year 1955-1956 was 6,582 units. This established the University as a Class 5 degree-conferring four-year institution.

TABLE 1
SERVICE UNIT LOAD

	Number of Students and Teachers	Number of Service Units	Total Number of Service Units
Freshmen	950	1	950
Sophomores	634	1	634
Juniors	346	2	692
Seniors	364	2	728
Honor students	272	3	716
Graduate students	498	4	1,992
Faculty members	174	5	870
Total	...	...	6,582

It is suggested by the Board on Salaries, Staff and Tenure of the American Library Association that there be "50 books for each unit of the first 800 units of the library's service load; 25 books for each unit of the next 700 units; 15 books for each unit thereafter".¹ The implication here is that Texas Southern University Library with 6,582 units should have 97,910 books.

¹Ibid., p. 10.

Excluding the Pharmacy Branch, and special collections, the Library has 36,215 volumes or 37 per cent of the number of books required. An additional 60,695 volumes are needed in order to meet the minimum requirements of a Class 5 degree-conferring four-year institution library.

Number and Proportion of Titles and
Books in Each Dewey Class

There is no satisfactory formula for estimating the number of duplicate copies needed in a given library. Various libraries have adopted different formulas or policies for the purchase of duplicate copies. Perhaps the most widely used formula by college libraries is the ratio of one book to every ten students taking a course.¹ "The number of duplicate copies of books in demand should be sufficient to enable the students to do their required reading in the time allowed."² The policy adopted for the purchase of duplicate copies should reflect the various curricular needs of the institution.

Table 2 shows the number and proportion of volumes and/or titles held by the Library during the summer of 1956 arranged by the subjects of the Dewey Decimal classification system. The areas in which the most titles are contained are the social sciences with 30.5 per cent, literature, with 16.8 per cent and

¹Lyle, op. cit., p. 159.

²Ibid.

TABLE 2

NUMBER AND PROPORTION OF TITLES AND VOLUMES
HELD BY THE LIBRARY, SUMMER, 1956
ARRANGED BY SUBJECTS

Classes	Number of Titles Held	Percent of Collection	Number of Volumes	Percent of Total Collection
General works	232	1	386	1
Philosophy and Psychology	1,010	4.6	1,957	5.4
Religion	463	2.1	642	1.8
Social Science	6,555	30.5	12,267	33
Philology	459	2.1	818	2
Science	2,022	9.5	2,994	8
Applied Science	2,469	11.4	3,916	11.9
Fine Arts	1,116	5.3	1,662	5.1
Literature	3,624	16.8	6,315	17.4
History, Geography, Travel and Biography	3,589	16.7	5,255	13.6
Total	21,539	100.0	36,215	99.9

history, geography, travel and biography with 16.7 per cent. The areas of religion and philosophy with 2.1 per cent each and general works with one per cent contain the least number of titles in the collection.

Further observation of Table 2 shows that the same three areas, social science, literature and history, geography, travel

and biography hold most of the volumes in the collection, while religion, philology and general works hold the least number of volumes.

From the figures given in Table 2 the areas of social science, literature, history, geography, travel and biography, and applied science are the strongest subject areas in which the library is equipped to serve students pursuing majors and minors. The social science subject area has the largest representation in the general book collection. This emphasis in the social sciences can be attributed probably to the large number of courses offered by the University in both elementary and secondary education. These subjects are grouped with the social sciences in the Dewey Decimal Classification System. General works, religion and philology are the weakest areas in the collection. Although philology is among the weaker areas represented the University offers majors, minors and masters degrees in English and majors and minors in French and Spanish.

Proportion of Duplicates in Each Subject Area

Table 3 shows the proportion of duplicates held by the Library in the summer of 1956, arranged by the subject areas. According to this table, 14,676 or 41 per cent of all the volumes in the collection are duplicates. The areas of philosophy and psychology with 48 per cent and the social sciences with 47 per cent contain the greatest number of duplicates in the collection. The least number of duplicates is found in religion which is 28 per cent and science and history, geography, travel and biography

TABLE 3

NUMBER AND PROPORTION OF DUPLICATES HELD BY THE
LIBRARY, SUMMER, 1956, ARRANGED
BY SUBJECT CLASSES

Classes	Number of Volumes Held	Number of Duplicates	Percent of Volumes that Are Duplicates
General Works	386	154	40
Philosophy and Psychology	1,957	947	48
Religion	642	182	28
Social Science	12,267	5,712	47
Philology	818	359	44
Science	2,994	972	32
Applied Science	3,916	1,447	37
Fine Arts	1,662	546	33
Literature	6,315	2,691	43
History, Geography, Travel and Biography	5,255	1,666	32
Total	36,215	14,676	41

have the next smallest number of duplicates, 32 per cent each.

"Great numbers of duplicates are always an administrative problem."¹ Too often, however, the avoidance of duplication is overdone, which means that there are not enough copies of titles

¹Branscomb, op. cit., p. 128.

in the areas where there is demand for them. Certain books are needed constantly, and because of this, no one can object to the duplication of material which is in constant use.¹ Since the University Library is weak in both titles and volumes, it is recommended that more duplicates of titles that are called for most often be purchased.

Summary

The Texas Southern University Library has a service unit load of 6,582 units which establishes it as a class 5 degree-conferring four-year institution. It has 36,215 books, 37 per cent of the number of books required to meet the minimum requirements of a class 5 degree-conferring four-year institution.

The greatest number and proportion of both titles and volumes are found in the social sciences, literature, and history, geography, travel and biography, whereas the greatest number of duplicates are in philosophy and psychology. The social sciences hold the second largest number of duplicates. The least number of duplicates is found in religion, science and history, geography, travel and biography.

¹Ibid., p. 145.

CHAPTER III

QUALITATIVE MEASUREMENT

A qualitative measurement of a library collection is intended to evaluate the type of books that the library contains and to determine whether or not the book collection is designed to meet the specific needs of its clientele. McDiarmid says that for years a familiar library slogan urged "the best reading for the largest number ...,"¹ however; little has been done to help librarians to evaluate the "best reading".²

Checklist Evaluation

Recently, surveyors have come to depend more and more on checklists as a method of measuring library collections. McDiarmid contends that "the important consideration in the use of this method is the selection of a list for checking purposes."³ The checklist evaluation is a qualitative measure by which the card catalog of a given library is checked against a standard or recognized list for the purpose of ascertaining the

¹McDiarmid, op. cit., p. 100.

²Ibid.

³Ibid., p. 105.

adequacy of the holdings in providing the books needed by the faculty and students. The total number or the percentage of listed books found in the card catalog may be used as an indication of the quality of the book collection.¹

The Catalogue of the Lamont Library

The Catalogue of the Lamont Library of Harvard College²

was the list selected for the qualitative evaluation of the book collection because of "its value as an actual, working list rather than an ideal, theoretical listing of books which ought to be in an undergraduate library."³

The Carnegie Corporation of New York sponsored in 1931 A List of Books for College Libraries⁴ prepared by Charles B. Shaw. A supplement, listing books published during the years 1931 through 1938 was published in 1940. Both of these lists are theoretical in nature and are now partly out-of-date. The Carnegie Corporation, recognizing the value of a list of books actually in use in a college library, therefore, made a grant for the printing of the present Catalogue of the Lamont Library.⁵

This Catalogue which is a finding list "contains more than 39,000 entries in a classified arrangement, based on the Classification Scheme of the Lamont Library".⁶ It also contains an author

¹Ibid., p. 104.

²McNiff, op. cit.

³Ibid., p. vii.

⁴Charles B. Shaw, List of Books for College Libraries (Chicago: American Library Association, 1931).

⁵McNiff, loc. cit.

⁶Ibid., p. viii.

and a subject index.

General works.---Table 4 shows the library's holdings in general works. Out of a total of 1,335 titles in the Lamont Catalogue, the library holds only 205 or 15 per cent. The collection

TABLE 4

HOLDINGS OF GENERAL WORKS IN THE LAMONT
CATALOGUE COMPARED WITH HOLDINGS
OF THE TEXAS SOUTHERN
UNIVERSITY LIBRARY

Subjects	Number of Titles in The Lamont Catalogue	Number of Titles Held by T.S.U. Library	Percent of Titles Held by T.S.U. Library
Books and printing	287	40	13.93
Bibliography	31	15	48.38
Libraries	20	11	55
Quick-reference books	91	43	47.25
Amusement, games and sports	483	26	5.38
Photography	64	10	15.62
Theatre and moving pictures	359	60	16.71
Total	1,335	205	15.35

is strongest in libraries, bibliography and quick-reference books. The greatest weaknesses are shown in amusement, games and sports, books and printing, photography and theatre and moving pictures. Courses are offered in library science education and in the field of recreation in connection with the composite major in health,

physical education and recreation. All freshmen and sophomores are required to take courses in physical education. Trade training is offered in photography and the English Department offers courses in speech and drama. From the figures indicated in Table 4, the library is in urgent need of more titles in the above mentioned areas of weakness.

Philosophy and psychology.--According to Table 5 the areas of philosophy and psychology contain 270 or 19 per cent out of a total of 1,403 titles listed in the Lamont Catalogue. The strongest area represented is psychology.

TABLE 5

HOLDINGS OF PHILOSOPHY AND PSYCHOLOGY IN THE
LAMONT CATALOGUE COMPARED WITH HOLDINGS
 OF THE TEXAS SOUTHERN
 UNIVERSITY LIBRARY

Subjects	Number of Titles in The <u>Lamont</u> <u>Catalogue</u>	Number of Titles Held by T. S. U. Library	Percent of Titles Held by T. S. U. Library
General works	88	14	15.90
History of philosophy	141	35	24.82
Philosophers, including biography	781	113	14.46
Psychology	393	108	27.48
Total	1,403	270	19.24

There are only 14 or 16 per cent of the titles of general works in psychology and philosophy. The number of titles found in the

library is not adequate to fulfill the demands that are made by the Department of Educational Psychology and Special Education which offers a major, a minor and courses on the graduate level in psychology. Courses in philosophy are also offered.

Government and economics.—Table 6 on government and economics shows that the greatest weakness in this area is in finance and banking, with only 14 per cent of the titles represented in the library that are listed in the Lamont Catalogue.

TABLE 6

HOLDINGS OF GOVERNMENT AND ECONOMICS IN THE
LAMONT CATALOGUE COMPARED WITH HOLDINGS
OF THE TEXAS SOUTHERN UNIVERSITY
 LIBRARY

Subjects	Number of Titles in The <u>Lamont</u> <u>Catalogue</u>	Number of Titles Held by T. S. U. Library	Percent of Titles Held by T. S. U. Library
Government	187	65	34.75
Special topics	361	93	25.76
International affairs	292	65	22.26
Foreign relations	363	97	26.72
Comparative government	73	15	20.54
United States	501	157	31.33
Law	209	45	21.53
Economics and economic history	1,187	254	21.39
Finance and banking	389	56	14.39
Commerce and Communication	176	40	22.72
Statistics	128	25	19.53
Total	3,866	912	23.59

Only two areas, government and United States government have more than 30 per cent of the titles found in the Lamont Catalogue. On the undergraduate level, the University offers a major and a minor in both government and economics. Courses are offered also in statistics and comparative government. Minors are offered in economics and government on the graduate level which include courses on international and foreign relations as well as transportation and public utility economics. It is a requirement of the state of Texas that all students take at least six semester hours of either national or state government before they can qualify for a degree from a state supported institution. With such a demand being made on the books in government, and related areas, by the University offerings and the state requirement, it is evident that there should be additional titles in government and economics.

Social relations and education.---Table 7 reveals that of 1,331 titles listed in the Lamont Catalogue in social relations and education, the library has 509 or 38 per cent. The Division of Social Science offers a major, a minor and the Master of Arts Degree in sociology. These programs of study embrace courses in criminology, public opinion and propaganda, race relations, educational sociology, development of social theory, principles of social case work and group work and social psychology and anthropology. From the figures in Table 7 it is obvious that the collection is inadequate to meet the needs of the curriculum in sociology and social relations.

The Division of Education offers the following

departmental programs: elementary education, secondary education, educational psychology, and special education.

TABLE 7

HOLDINGS OF SOCIAL RELATIONS AND EDUCATION
IN THE LAMONT CATALOGUE COMPARED WITH
HOLDINGS OF THE TEXAS SOUTHERN
UNIVERSITY LIBRARY

Subjects	Number of Titles in The Lamont Catalogue	Number of Titles Held by T. S. U. Library	Percent of Titles Held by T. S. U. Library
Sociology	280	109	38.92
Sociological topics	185	52	28.10
Social psychology and social anthropology	212	79	37.26
Human relations General works	51	25	49.01
Propaganda	52	24	46.15
Race relations and minority groups	118	48	40.67
Criminology	111	31	27.92
Education	322	141	43.78
Total	1,331	509	38.24

Master's degrees, majors and minors are offered in all three programs of study. According to the Texas Southern University Catalog, the majority of the students enrolled in the institution are in education. This means that there is more demand made on

the books in education than in any subject field. It can be seen from observation of Table 7 that the library holdings, with 141 or 44 per cent of the 322 titles, included in the Lamont Catalogue are drastically inadequate. More titles in this subject field should be considered for purchase within the near future.

Science.--Table 8 shows that the library holds only 425 or 16 per cent of the 2,676 titles on science found in the Lamont Catalogue. Of this number the science collection is weakest in botany, having only eight per cent of the titles. The only area which exceeds 25 per cent of the titles is in chemistry with 26 per cent of the listed titles. The Division of Natural Sciences and Mathematics includes the following departments: Biology, Chemistry, Mathematics and Physics. Majors, minors and master's degrees are offered in all the science departments with the exception of the Department of Physics which offers only majors or minors. There are programs of study for majors in medical technology and physical therapy and courses for pre-medical and pre-dental students. In addition to these mentioned, other divisions also utilize the biological and physical science library materials, namely: the School of Business, the Divisions of Education, Humanities, Health, Physical Education and Recreation, Social Sciences and the Department of Geography, Government and History. The figures in Table 8 indicate a definite weakness of science titles in the University Library. To support such an extensive program, it is recommended that more titles be purchased by the library.

TABLE 8

HOLDINGS OF SCIENCE IN THE LAMONT CATALOGUE
COMPARED WITH HOLDINGS OF THE TEXAS
SOUTHERN UNIVERSITY LIBRARY

Subjects	Number of Titles in The Lamont Catalogue	Number of Titles Held by T. S. U. Library	Percent of Titles Held by T. S. U. Library
General works	215	32	14.88
History of science	62	10	16.12
Mathematics	504	84	16.66
Physics	467	66	14.13
Chemistry	472	124	26.27
Biology	573	70	12.21
Botany	124	10	8.06
Zoology	259	29	11.19
Total	2,676	425	15.88

Applied science.---Table 9 shows that in applied science the library has 92 or 30.46 per cent of the titles listed in the Lamont Catalogue. Of this number, 84 or 36 per cent of the titles are found in business and six or 15 per cent are in home economics. The University offers the Bachelor of Science Degree in home economics which permits specialization in teacher education, clothing and textiles, child development, food and nutrition and dietetics.

TABLE 9

HOLDINGS OF APPLIED SCIENCE IN THE LAMONT
CATALOGUE COMPARED WITH HOLDINGS OF THE
TEXAS SOUTHERN UNIVERSITY LIBRARY

Subjects	Number of Titles in The Lamont <u>Catalogue</u>	Number of Titles Held by T. S. U. Library	Percent of Titles Held by T. S. U. Library
General works	25	2	8
Home economics	41	6	14.63
Business	236	84	35.59
Total	302	92	30.46

The master's degree is also offered in home economics with specialization in the above areas with the exception of dietetics.

The recently created School of Business, offers courses in business administration, business education and secretarial science in which the Bachelor of Science Degree can be obtained. There is also a master's program in the School of Business. Additional titles in both home economics and business should be purchased in order to adequately support the applied science curriculum.

Art and music.--Tables 10 and 11 call attention to the fact that the library's holdings in art and music are extremely weak. In Table 10 there is a negative showing of only 47 or five per cent of the 873 titles in art listed in the Lamont Catalogue. The Department of Art offers courses in drawing and composition, modeling and sculpturing, painting, design, ceramics and history

TABLE 10

HOLDINGS OF ART IN THE LAMONT CATALOGUE
 COMPARED WITH HOLDINGS OF THE TEXAS
 SOUTHERN UNIVERSITY LIBRARY

Subjects	Number of Titles in The Lamont Catalogue	Number of Titles Held by T. S. U. Library	Percent of Titles Held by T. S. U. Library
General works	48	5	10.41
Aesthetics and criticism	61	8	13.11
History of Art	173	14	8.09
Individual artists, including biography	308	7	2.27
Sculpture	47	5	10.63
Painting	162	8	4.93
Prints and drawing	33	...	...
Minor arts	41	...	...
Total	873	47	5.38

of art. Courses for enrichment purposes are also offered by the Department of Art. The library has only five per cent of the titles represented in painting and it is not represented in prints, drawing and minor arts, which include ceramics and pottery.

According to Table 11 only 168 or 11 per cent of 1,563 titles in music are in the collection. This is a decided indication of weakness because of the broad music program offered by

TABLE 11

HOLDINGS OF MUSIC IN THE LAMONT CATALOGUE
 COMPARED WITH HOLDINGS OF THE TEXAS
 SOUTHERN UNIVERSITY LIBRARY

Subjects	Number of Titles in The <u>Lamont</u> <u>Catalogue</u>	Number of Titles Held by T. S. U. Library	Percent of Titles Held by T. S. U. Library
Music	149	61	40.93
Musical forms	172	37	21.51
Musical performance and interpretation	46	14	30.43
History of music	79	22	27.84
Individual musicians including biography	1,117	34	3.04
Total	1,563	168	10.74

the University. This program includes the Bachelor of Music degree in composition, applied instruments, or voice; the Bachelor of Music Education degree in general supervision or instrumental supervision; and the Master of Music Education degree and Master of Arts degree with a concentration in musicology or in composition and advanced theory. The present holdings in music are not adequate. The library had a separate music collection, the Shaw Music Collection, which is not easily accessible to the students for the simple reason that it is not cataloged. It is said to contain 7,562 pieces of sheet music and 253 books.¹ It would be profitable for this

¹Catalog of Texas Southern University, op. cit., p. 6.

collection to be classified and made available for the students' immediate use. Additional titles to strengthen the present holdings in music are needed urgently.

Language and literature.---Table 12 shows that out of 12,830 titles found in the Lamont Catalogue in language and literature the library of Texas Southern University has 1,201 or '9' per cent.

TABLE 12

HOLDINGS OF LANGUAGE AND LITERATURE IN THE
LAMONT CATALOGUE COMPARED WITH HOLDINGS
OF THE TEXAS SOUTHERN UNIVERSITY LIBRARY

Subjects	Number of Titles in The Lamont Catalogue	Number of Titles Held by T. S. U. Library	Percent of Titles Held by T. S. U. Library
Language - general works	93	24	25.80
Literature - general works	203	56	27.58
Authorship and literary forms	495	60	12.12
Classical language and literature	983	36	3.66
English language and literature	4,697	608	12.94
American language and literature	2,695	337	12.50
French language and literature	2,275	51	2.24
Spanish language and literature	699	18	2.57
German language and literature	690	11	1.59
Total	12,830	1,201	9.36

The areas of greatest weakness in language and literature are French, Spanish, and Germanic language and literature. This is a negative showing because the University offers courses which should utilize materials in these subject fields. While the University offers only a limited number of courses which would utilize a great number of works in the classics, there should be a more positive showing of titles in that area for informational and cultural reading of the faculty and students.

History and geography.---From observation of Table 13 the Lamont Catalogue is seen to have 6,791 titles in history and geography; the Texas Southern University Library has 1,257 or 18 per cent of these titles. The greatest areas of weaknesses are in European and Latin American history. The Department of History and Geography offers a Master of Arts degree in history and a major and a minor in both history and geography. In August, 1953, the board of directors ruled to make it mandatory that all undergraduates take a course in American history.¹ This requirement places a heavy burden on the history books. It is recommended that the holdings in history and geography be increased in order to meet the demands made by the courses and the large number of students enrolled in the courses.

¹Ibid., p. 26.

TABLE 13

HOLDINGS OF HISTORY AND GEOGRAPHY IN THE
LAMONT CATALOGUE COMPARED WITH HOLDINGS
 OF THE TEXAS SOUTHERN UNIVERSITY LIBRARY

Subjects	Number of Titles in The <u>Lamont</u> <u>Catalogue</u>	Number of Titles Held by T. S. U. Library	Percent of Titles Held by T.S. U. Library
General works	132	37	28.03
Geography	122	26	21.31
Universal history	1,095	172	15.70
Europe	2,370	350	14.76
Asia	582	117	20.10
North America	116	21	18.10
United States	2,039	478	23.44
Latin America	335	56	16.71
Total	6,791	1,257	18.50

Summary.---Table 14 summarizes the holdings of titles in the various subject fields according to the Lamont Catalogue. Out of 32,970 titles in the Catalogue the library holds 5,023 or 15 per cent. The library is represented best in the areas of language and literature, social relations and education and applied science when compared with the titles in the other subject fields. However, the whole collection, when compared with the Lamont Catalogue is inadequate. There are not enough titles in any of the subject fields to adequately support the curriculum of the University and

TABLE 14

SUMMARY OF TITLES IN THE LAMONT CATALOGUE
 COMPARED WITH HOLDINGS OF THE TEXAS
 SOUTHERN UNIVERSITY LIBRARY

Subjects	Number of Books in The <u>Lamont</u> <u>Catalogue</u>	Number of Books Held by T. S. U. Library	Percent of Titles Held by T. S. U. Library
General works	1,335	205	15.35
Philosophy and psychology	1,403	207	19.24
Government and economics	3,866	912	23.59
Social Relations and education	1,331	509	38.25
Science	2,676	425	15.88
Applied science	302	92	30.40
Art	873	47	5.38
Music	1,563	168	10.74
Language and literature	12,830	1,201	9.36
History and geography	6,791	1,257	18.50
Total	32,970	5,023	15.23

to satisfy the general requirements. There are many more titles in the collection aside from those included in the Lamont Catalogue. These holdings which are suitable and can be utilized by the students and faculty are nevertheless still inadequate to support general interests and needs.

Fiction By and About Negroes

An institution of higher learning is expected to be the center of cultural and intellectual development in the community. The college library contains books for class assignments and also books for the recreational and cultural development of students and faculty. Often it is rather difficult to distinguish the books for recreational and cultural purposes from those needed to support the curriculum.

In order to ascertain the adequacy of the library in providing fiction by and about Negroes for instructional as well as recreational purposes, the collection was checked against a checklist of selected authors and titles of Fiction By and About Negroes, 1930-1954, which was compiled by Virginia Lacy Jones,¹ Dean of the School of Library Service, Atlanta University. This list, while not all-inclusive is a very selective list which has value in measuring the adequacy of the Negro fiction in a college library. It was found that of the 101 authors represented on the Jones' list, the library has 74 or 73 per cent of the titles. This is considered good because the University offers a course in literature by Negro writers which is a survey of Negro literature from Phyllis Wheatley to the twentieth-century writers, with major emphasis being given to such writers as Countee Cullen, Langston Hughes and other modern Negro writers. Mention must be made here,

¹Jones, op. cit.

however, that only 29 or 39 per cent of the titles are found in the general book collection. The other 45 or 61 per cent are a part of the Heartman Collection of Negro Life.

Recency of Materials

New methods and techniques are the outgrowth of research in various fields. The four subject fields in which there is constant research are social science, science, applied science and history. New scientific discoveries, which are almost daily occurrences, are altering man's pattern of life.

Science was the dominating force of the Second World War. It brought enormous expansion of specialized research, development of new substances, new methods in chemistry, in biology, in medicine; it captured the speed of sound, the infinite radiation of light; and it thrust upon the world tremendous new problems of international relationships on the solution of which human survival depends.¹

It is therefore necessary for a college library to maintain an adequate supply of recent materials for the purpose of enhancing study and research and "to strengthen and illuminate public intelligence."² To analyze the collection for adequacy of recent materials to meet the aims and objectives of the instructional program of the University, a check was made of the library's shelf-list in regard to recency of titles published in

¹Helen E. Haines, Living with Books (New York: Columbia University Press, 1954), p. 327.

²Ibid., p. 329.

the area of social science, science, applied science and history.

Table 15 shows the recency of materials in the four selected areas. Approximately 66 per cent of the titles in the four areas were copyrighted since 1940, the majority of which have copyright dates between 1940 and 1949. Social science is the only subject field in which 25 per cent of the titles were copyrighted since 1950. In the area of pure science only 19 per cent of the titles have copyright dates since 1950. It is recommended that the faculty take inventory of the collection in their respective subject fields and suggest more recent publications for purchase by the library.

Spot Sampling of Subjects of Current Interest

Although college librarians are not all agreed on the point, there are many who feel that the library has a responsibility in developing student reading tastes which goes beyond the supply of materials for college instruction and the fruitful correlation of library service with the classroom.¹

In connection with the preceding paragraph, a live and working collection should contain materials of current interest in which intellectually curious individuals might be interested. To discover the extent to which the library supplies such materials, McDiarmid suggests the spot sample technique. This method of evaluation gives some insight as to whether or not the book collection contains material pertinent to national and world affairs as well as material for informational and recreational reading

¹Lyle, op. cit., p. 228.

TABLE 15

RECENCY OF TITLES IN GENERAL CIRCULATION IN SOCIAL SCIENCE,
SCIENCE, APPLIED SCIENCE, AND HISTORY, BIOGRAPHY AND TRAVEL

Subjects	No Date		Before 1900		1900 - 1909	
	Number	Percent	Number	Percent	Number	Percent
Social Science	18	.3	57	.86	84	1.28
Science	9	.44	51	2.52	53	2.6
Applied Science	12	.48	10	.40	14	.56
History, Biography, Travel	15	.4	140	3.9	103	2.8
Total	54	.4	258	1.8	254	1.8

TABLE 15--Continued

1910 - 1919		1920 - 1929		1930 - 1939		1940 - 1949	
Number	Percent	Number	Percent	Number	Percent	Number	Percent
220	3.35	580	8.84	1,152	17.6	2,748	41.9
75	3.7	194	9.6	444	22.	811	40.10
43	1.74	123	4.98	386	15.63	1,291	52.3
166	4.6	243	6.8	618	17.2	1,553	43.3
504	3.1	1,140	8.2	2,600	18.3	6,403	43.3

TABLE 15--Continued

1950 =		Total Number of Volumes	Total Percentage
Number	Percent		
1,696	25.87	6,555	100
385	19.	2,022	100
590	23.9	2,469	100
751	21.	3,589	100
3,422	23.1	14,635	100

aside from instructional materials.

A spot sample was made of 12 subjects of current interest to find out if the Texas Southern University Library had materials on these subjects. The subjects selected were: Africa, consumer education, the Far East, hobbies, home and family living, juvenile delinquency, Latin American countries, the Near East, racial segregation, sex education, the United Nations and UNESCO. These subjects were checked against the subject cards in the card catalog for the number of titles and for recency. The shelf-list was checked for the number of volumes on each subject. The library has 599 titles on the subjects and 769 volumes. The number of titles published since 1950 is 163 which is 27 per cent of the total number of titles on these subjects.

Table 16 shows the number of titles and volumes owned by the library on each of the 12 subjects selected for the sampling. The extent to which these materials are used and whether the holdings in each of these subjects could be considered by subjective judgement as poor, average or good is also shown. This information was obtained by recording the last date that every third book on each subject was checked out.

There is extensive use of five subjects listed: the Far East, home and family living, juvenile delinquency, sex education, and the United Nations. The students in sociology and home economics are responsible for the extensive use made of the books on home and family living and juvenile delinquency. Six subjects are used frequently, namely: Africa, consumer education, Latin

TABLE 16

NUMBER OF TITLES AND VOLUMES, RECENCY AND EXTENT OF USE AND
EVALUATION OF MATERIALS IN 12 SUBJECTS OF CURRENT INTEREST

Subjects	Number of Titles	Number of Volumes	Number of Titles Published since 1950	Extent of Use	Evaluation
Africa	125	160	20	Frequent	Good
Consumer education	6	9	4	Frequent	Poor
Far East	125	160	24	Extensive	Good
Hobbies	6	6	3	Infrequent	Poor
Home and family living	93	103	31	Extensive	Good
Juvenile delinquency	23	45	10	Extensive	Average
Latin American countries	125	152	25	Frequent	Good
Near East	16	20	9	Frequent	Poor
Racial Segregation	35	52	16	Frequent	Average
Sex education	28	42	11	Extensive	Average
United Nations	13	16	8	Extensive	Poor
UNESCO	4	4	2	Frequent	Poor
Total	599	769	163	...	...

American countries, the Near East and racial segregation. The frequency of the use of these books is perhaps due to their timeliness and significance. Books on hobbies are used infrequently. Books on the United Nations Educational, Scientific and Cultural Organization (UNESCO) are used frequently; however, there are a very limited number of books on the subject which suggests that the volumes available do not meet the demands of the clientele. It must be remembered that since UNESCO is a part of the United Nations, much information on the subject can be obtained from the titles on the United Nations.

Summary

The discussion in this chapter has been concerned with the qualitative measurement of the book collection. In an attempt to ascertain the adequacy of the materials collection in regard to the needs of the courses in the curriculum of Texas Southern University and in relationship to subjects of general and cultural interests, the card catalog was checked against the Lamont Catalogue and the Jones' list of Fiction By and About Negroes, 1930-1954. The purpose of this was to see if authors and titles listed in the checklists were represented in the collection.

The Lamont Catalogue.--The Texas Southern University Library holds 5,023 or 15 per cent of the 32,970 titles in the Lamont Catalogue. The entire collection shows indication of weaknesses, especially in the subject fields of art, language and literature, music, science and history which have less than

20 per cent of the titles represented. The strongest subject field is social relations and education; however, even this area, with 38 per cent of the titles represented does not contain 50 per cent of the titles that are in the Lamont Catalogue.

Fiction by and About Negroes.--The Library holds 74 or 73 per cent of the titles, represented by 101 authors on the Jones' list of Fiction By and About Negroes, 1930-1954. Forty-five or 61 per cent of the titles are found in the Heartman Collection of Negro Life, which is separated from the general collection, and the remaining 29 or 39 per cent are in the general book collection.

Recency of materials.--Twenty-three per cent of the titles in social science, science, applied science and history, biography and travel have copyright dates since 1950. Forty-three per cent of the titles in these four subject fields were copyrighted between 1940 and 1949. There should be a higher percentage of titles with copyright dates since 1950 because it is these subject fields that contribute most to research and scientific discoveries.

Spot sampling of subjects of current interest.--A spot sample was conducted on 12 subjects of current interest to the faculty and students, namely; Africa, consumer education, the Far East, hobbies, home and family living, juvenile delinquency, Latin American countries, the Near East, racial segregation, sex education, the United Nations and UNESCO. The titles on Africa, the Far East, home and family living and Latin American countries can be considered good in comparison with the others listed. Only

27 per cent of the total number of titles sampled were published since 1950.

Conclusion.--With the exception of titles by and about Negroes, the qualitative measurement of the materials of the Texas Southern University Library indicate unquestionable inadequacies in all of the ten subject areas.

CHAPTER IV

FUNCTIONAL APPROACH

Very often favorable opinion about the library is taken for granted. Since this is so, it is important to know what users think about the library's services and staff because from this information ways of improving services can be determined.¹ The functional aspects of the collection were evaluated in terms of the opinions of a selected number of faculty members and students. Personal interviews were conducted with 75 teachers, and 300 students were given questionnaires for the purpose of obtaining their opinions in regard to the adequacy of the materials, their use of the library in teaching and studying, service of the library to users, and to seek suggestions for the improvement of the collection.

Faculty Opinions

Adequacy of the materials.--Of the 75 teachers who were interviewed 60 or 80 per cent of them indicated that the library materials were inadequate for their teaching needs, 15 or 20 per cent of the teachers stated that they found the library materials adequate. Sixty-two or 82 per cent gave their opinions as to the

¹E. W. McDiarmid, Jr., The Library Survey (Chicago: American Library Association, 1940), p. 159.

major reasons for inadequacies of the library materials; 25 or 40 per cent of the teachers attributed the weaknesses in the library materials to the lack of funds for the purchase of materials, 10 or 16 per cent to methods of selection, three or four per cent to administrative practices, and 12 or 19 per cent to the order procedures used. Minor reasons mentioned by 12 or 19 per cent of the teachers were the lack of space for housing materials, lack of faculty cooperation with the library staff in selecting books and other materials, the limited demand on the part of students and teachers for library materials and the fact that the institution is rather young having been founded in 1947.

Service.--Seventy-four of the teachers responded to the question on the library's service to users. Of this number 37 or 49 per cent said that the library service was good while 29 or 39 per cent stated that the service was average. Only eight or 11 per cent indicated that they thought the service was poor. Those who indicated that the service was poor gave the following reasons: laxity in the supervision of the collection, negative attitudes of the non-professional and student assistants at the service desk, closed stacks and the lack of supervision in the organization of materials.

Methods of locating materials.--Seventy-three or 97 per cent of the teachers responded to the question relative to their success in securing requested materials. Of this number 52 or 71 per cent reported finding what they wanted and 21 or 29 per

cent reported finding nothing that they wanted. The 21 or 29 per cent who reported finding nothing that they wanted gave the following reasons for not finding materials; 13 said that the library does not own the materials, four said the materials were inadequate, and four gave other reasons, such as: the shortage of supplementary and primary materials, limited numbers of copies and no picture file.

The responses to the question about the methods used to find library materials revealed that the majority of the faculty members employ more than one method of locating materials, 41 use the card catalog and go to the stacks, 25 use the card catalog only, six use the card catalog, go to the stacks and ask assistance from a librarian and one reported having used the library News Notes.¹

It was found that 28 teachers out of a total of 71 feel that the library should contain everything needed by the faculty and students, whereas 43 feel that the library could not contain all the needed materials. It is of interest to discover that 44 teachers approve of borrowing all needed materials not found in the library, while 27 are not in agreement with this idea.

Importance of the library.--Perhaps the most significant revelations of the interviews with the faculty members were the findings relative to the importance of the library to teaching. All 75 teachers interviewed said that the library is important

¹News Notes, Prepared by the Texas Southern University Library. (Mimeographed.)

to teaching. Although there was 100 per cent agreement on the importance of the library, four teachers reported not having used the library.

Seventy-three teachers reported referring students to the library for supplementary materials and only one reported not doing this. Of the 73 referring students to the library, 18 or 25 per cent referred them to the library daily, 23 or 32 per cent once a week, seven or 10 per cent every two weeks, seven or 10 per cent once a month, and 10 or 14 per cent reported referring students to the library infrequently. The remaining eight or 11 per cent reported referring students to the library as often as their courses require.

Out of 73 teachers, 36 hold students responsible for assignments even when the materials for such assignments cannot be found in the university library. These 36 teachers indicated four other sources where materials could be located when the library did not have them; eight encouraged the use of bookstores, six private libraries, 12 suggested city libraries, and six recommended inter-library loan service. Other sources indicated by the four remaining teachers were personal copies of instructors, museums and other possible sources. One teacher said that he encourages his students to subscribe to periodicals in their fields of study.

Texas Southern University requires all candidates for the master's degree, with the exception of those students who are taking certain special or professional degrees, to submit a thesis

to the Graduate Office. The thesis is to consist of an intensive study of some subject related to the candidate's major field of concentration and may be of a research, expository or critical nature.¹ An advisor is generally appointed for the purpose of supervising the student in his study and research. Of the 75 teachers who were interviewed, only 59 or 79 per cent advised graduate students in the selection of research topics. Fifty-five or 73 per cent of the teachers stated that in advising graduates they encourage them to check the library for possible sources of information before deciding finally on their topics, whereas only four or five per cent said that students are allowed to select topics without direct supervision of an advisor.

Faculty participation in the selection of materials.--

There were 72 or 96 per cent responses to the topic of selecting materials. Of this number 66 or 92 per cent said that they do select materials for their areas of instruction, six or eight per cent said that they do not. The teachers who had not requested materials gave five reasons for not doing so: (1) the collection was found to be adequate, (2) the lack of time on the part of the faculty members, (3) the lack of knowledge as to how such material was requested, (4) the ordering of materials considered as the responsibility of the library staff and (5) the ordering of materials considered as the responsibility of department heads.

¹Catalog of Texas Southern University, op. cit., p. 166.

Student Opinions

The 300 students included in the survey attended Texas Southern University during the 1956 summer session. These students were enrolled in the Graduate School, College of Arts and Sciences, School of Vocational and Industrial Education, and in the School of Business.

Library use.--Table 17 shows that 294 or 98 per cent of 300 students given questionnaires answered the question on the frequency of library use. Of the 294 or 98 per cent answering this question, 203 or 69 per cent reported having used the library twice a week or more, 39 or 13 per cent said once a week, 39 or 13 per cent use it three times a month, and 13 or four per cent indicated the use of the library less than once a month.

TABLE 17

FREQUENCY OF STUDENT VISITS TO THE LIBRARY

Frequency	Number of Students	Per cent of Students
Twice a week or more	203	69.04
Once a week	39	13.27
Three times a month	39	13.27
Less than once a month	13	4.42
Total	294	100.00

Locating materials.--Two hundred and eighty-eight or 96 per cent of the 300 students answered the question concerning their success in locating library materials requested. More than half, 159 or 55 per cent of the students, indicated that they are usually successful in locating materials wanted, while 129 or 44 per cent said that they are not.

Two hundred and fifty-seven or 88 per cent responded to the question concerning their success in securing the materials requested. One hundred or 38 per cent complained that the materials were out, 75 or 29 per cent indicated that the library does not own the materials, and 73 or 28 per cent reported that the materials found were inadequate. Nine or 3.5 per cent gave other reasons, such as: slow binding procedure, not enough desk attendants, missing issues of periodicals, irregular shelving of books, lack of professional assistance, weak administrative policies on the part of the library and not enough duplicate copies of titles.

Use of the card catalog.--Two hundred and ninety-four or 98 per cent of the students responded to the question on the use of the card catalog. Of that number, 285 or 97 per cent used the card catalog and only nine or three per cent did not.

Only six students out of a total of 289 indicated that they had never used the card catalog. It was found that out of 296 or 98 per cent, only three or one per cent said that the card catalog was hard to use, while 293 or 99 per cent said that it was not.

Materials Lacking

Recognition of the weaknesses in a collection is not enough;

it is essential to know the specific areas in which the weaknesses exist. The faculty members and students were asked to report specific subject areas in which they felt that the holdings of the library could be considered weak. Sixty-six or 88 per cent of the faculty members and 45 or 48 per cent of the students responded. According to Table 18 the major deficiency of the collection is found in the periodicals. Nineteen of the faculty members mentioned periodicals, five reported social science, seven fine arts, 12 reference materials, four foreign languages, and three science, history, documents, literature and applied science ranked evenly each being indicated by four.

According to the students' replies, 51 reported the major weakness in the periodicals, 41 stated social science as the second weakest area, eight said fine arts, seven reference materials, and business, six foreign languages and science, five audio-visual aids, physical education and history and four indicated fiction.

Although business, physical education, fiction and audio-visual aids were not mentioned by the faculty members, 12 of them said documents, literature and applied science were lacking whereas the students did not mention documents, literature or applied science.

The faculty and students named periodicals and the social sciences as the areas in which the weaknesses were most outstanding. The findings according to the Lamont Catalogue indicated that the greatest weaknesses were in the fine arts, language and literature, history and science. The area of philosophy and psychology was

TABLE 18

KINDS OF MATERIALS INDICATED LACKING BY
FACULTY AND STUDENTS

Materials	Teachers	Students
Periodicals	19	51
Social Science	5	41
Fine Arts	7	8
Reference Materials	12	7
Business	...	7
Foreign Languages	4	6
Science	3	6
Audio-visual aids	...	5
Physical Education	...	5
History	4	5
Documents	4	...
Literature	4	...
Applied Science	4	...
Fiction	...	4

also among the weaker areas as compared with the Lamont Catalogue but according to faculty and students' opinions no mention was made of this area.

Faculty Suggestions for Improvement of the
Library Materials

Probably the most significant of all suggestions were recommendations for faculty-library cooperation and an increased library budget. In Lyle's The Administration of the College Library he states that "a live and useful book collection can be developed and maintained only if there is cooperation between the members of the library and teaching staffs."¹ There were 36 teachers who expressed the sentiment that there is not enough cooperative interest and effort put forth by the faculty as well as the library in the selection and maintenance of a live and working collection. The nature of some of the complaints was that the faculty is not reminded by the library of the deficiencies in their areas; that they are not notified of the amount of money allocated in the library budget to the individual departments; and that the librarian does not notify the faculty members of the arrival of new books. Two teachers suggested that there be a library committee appointed for the purpose of surveying the materials in specific areas and recommending on the basis of their findings, materials to strengthen the collection.

Another significant recommendation by the teachers was an increased library budget. Nineteen teachers stated that the library funds allotted are not adequate. Thirteen others said that because

¹Guy R. Lyle, The Administration of the College Library (New York: H. W. Wilson Co., 1949), p. 199.

of the limited budget there are not enough copies of titles and seven gave the same reason for the inadequacy of the library staff. It was stated by one professor, who is engaged frequently in research, that the library is drastically understaffed and there is a definite need for more professionally trained librarians.

There were other recommendations that should be considered; one teacher recommended a box for student suggestions for the acquisition of books and/or other types of materials, another teacher suggested the need for departmentalization of the collection, while still another said the periodicals should be bound more regularly. Two teachers seemed concerned over the missing books and periodicals and suggested that there be a closer check on the borrowers' entrances and exits to the stacks. Finally, five teachers said that the collection could be better supervised if there were better physical facilities and one teacher indicated the need of a centralized library.

Summary

Sixty or 80 per cent of the faculty members said that the library materials were inadequate. The major reasons given for the inadequacy of the materials were: lack of funds to purchase materials, methods of selection, and the order procedures used.

Thirty-seven or 49 per cent stated that the library service was good, 29 or 39 per cent reported average service while eight or 11 per cent complained of poor service due to laxity in the supervision of the collection, attitudes of the non-professional and student assistants, closed stacks, and the lack of supervision in the organization of materials.

Nineteen or 28 per cent of the faculty members and 51 or 35 per cent of the students indicated the periodicals as the weakest area in the collection. Both the faculty and students named the following as other weak areas: social science, fine arts, reference materials, foreign languages, science and history. The teachers also named documents, literature and applied science while the students indicated business, audio-visual aids, physical education and fiction.

The most significant recommendations offered for improvement of the collection were: more faculty-library cooperation in the selection of materials and an increased library budget. Additional suggestions were: a box for student suggestions of books, departmentalization of the collection, closer check on borrowers' entrances and exits to the stacks, better physical facilities, and finally a centralized library.

CHAPTER V

EVALUATION OF OTHER TYPES OF MATERIALS

Apart from books there are other types of holdings which constitute the materials collection. These materials are audio-visual aids, newspapers, periodicals, pamphlets, and vertical file materials. The library at Texas Southern University is in charge of all these materials with the exception of audio-visual aids which are supervised by another department.

Periodicals

Randall says that "the importance of periodical literature to the college library can scarcely be overstated."¹ In connection with this statement he suggests the following standards:

The college library should receive and preserve accessibly the standard scholarly periodicals in the academic fields covered by the curriculum.

The college library should receive and preserve accessibly a selected list of general periodical literature.

All periodical material of a permanent worth should be bound; and the continuity and completeness of the sets should be maintained.²

¹William M. Randall, The College Library (Chicago: American Library Association, 1932), p. 135.

²Ibid.

Periodicals are important to the college library for four reasons: (1) to supply reading collateral to students' courses, (2) to provide general and recreational reading, (3) to keep the faculty informed of developments in their fields, (4) to furnish research material for the more mature students and for the faculty.¹

The same measures used for evaluating book collections are also used for evaluating periodical collections. The most often used measurement is a simple numerical figure. "This figure may represent the number of periodicals received regularly, the number of periodicals bound regularly or the extent of back files."² Since the same measurements are used in book and periodical collections the procedures employed are very much the same, therefore the discussion of the numerical count of books applies equally as well to the periodical collection. The Texas Southern University Library is currently subscribing to 578 periodicals and receives 26 additional ones as gifts.

The Classified List of Periodicals for the College Library³--

The periodical holdings of the library were checked against The Classified List of Periodicals for the College Library. Table 19 shows the number of periodicals in each subject field on the list,

¹Lyle, op. cit., p. 580.

²McDiarmid, op. cit., p. 113.

³Southern Association of Colleges and Secondary Schools, The Classified List of Periodicals for the College Library, op. cit.

TABLE 19

NUMBER AND PERCENT OF PERIODICALS HELD BY THE TEXAS SOUTHERN
UNIVERSITY LIBRARY ACCORDING TO THE CLASSIFIED LIST OF
PERIODICALS FOR THE COLLEGE LIBRARY AND THE NUMBER
OF PERIODICALS BOUND REGULARLY

Subject	Number on Classified List	Number Held by T. S. U. Library	Percentage Held by T. S. U. Library	Number of Periodicals Bound Regularly
Astronomy	6	...	...	...
Biology	29	21	72	20
Book reviews	10	7	43.75	6
Business				
administration	18	11	61.11	8
Chemistry	18	8	44.45	8
Classics	7	2	28.57	2
Economics	15	8	53.33	8
Education	35	31	88.57	31
English	20	15	75	15
Fine arts	13	8	61.53	8
General	43	27	62.79	26
Geography	8	4	50	4
Geology	9	1	11.11	1
German	8	...	...	...
History	18	13	81.25	12
Home economics	16	14	87.50	14
Indexes	19	15	78.94	15
Library science	10	9	90	9
Mathematics	10	8	80	8
Music	6	5	83.33	5
Philosophy	7	6	85.71	6
Physical education and hygiene	9	9	100	9
Physics	15	9	60	9
Political science	18	16	16	16
Psychology	20	17	17	17
Religion	7	4	4	4
Romance languages	10	6	6	6
Science	17	9	9	9
Sociology and anthropology	21	11	11	11
Total	442	294	66.51	287

the number and per cent of these titles held by the library, and the number of titles regularly bound. The stronger areas of periodical holdings are education, general, biology, psychology, English and indexes. The periodical holdings in astronomy, classics, geology and German need strengthening. The areas of astronomy and German should be represented among the holdings.

Bound volumes.--The library has a total of 21,100 bound volumes of periodicals which are comprised of basic standards considered essential for reference, for courses and for general information. The files are almost complete from the dates subscriptions began to the present time.

In some subject fields the students are required to make extensive use of periodicals, and it is in those areas that some bound volumes of periodicals are either missing from the library or have had complete articles removed from them. This causes gaps in the sets which are not easily filled. This problem could probably be eliminated if there were more than one copy of bound periodicals in those areas.

The bound volumes, with the exception of those in science, are housed in the main library. They are arranged alphabetically by titles on the shelves, and chronologically within each set. The general periodicals are in the general reading room and those pertaining to specific subject fields are located in the stacks. All current periodicals are circulated from the circulation desk. The scientific periodicals are arranged the same way in the Fairchild Branch Library which houses all materials pertaining to science.

Newspapers

The library subscribes to 33 newspapers, 12 of which are dailies, 19 weeklies, one bi-weekly and one semi-weekly.

Among the dailies the library subscribes to the New York Herald Tribune, the New York Times, the Wall Street Journal and the London Times. There is one Negro daily and nine weeklies which are essential sources for news about the Negro. The New York Times Index is currently received. The library has four newspapers on microfilm of which only one is currently received. This one is the New York Times with back files dating from January 1, 1939. The other newspapers on microfilm are the Chicago Defender, April 2, 1921 to September 1956; the Norfolk Journal and Guide, September 30, 1916 to October 13, 1917 and January 1921 to June 1956; and the Pittsburg Courier, January 20, 1923 through December 1955. Because of the lack of storage space, the library discards all newspapers after one year has elapsed. Important articles are clipped and put in the vertical files.

Pamphlets and Government Publications

Pamphlet materials which the library purchases or receives as gifts are important sources for informational and reference purposes. These materials are often the most up-to-date sources on a subject and, therefore, a valuable supplement to the book collection. There is a continuous accumulation of pamphlet material which comes to the library. These materials include reports, bulletins of various organizations; state, city and

national government publications, and printed pamphlets from the United States Government Printing Office.

Those pamphlets and government publications that are considered of permanent value for reference are processed the same as new books, put in binders, lettered and shelved with the books. The others are assigned a subject, put in manila folders and arranged alphabetically in the vertical files. Those placed in the vertical files are mostly of ephemeral value consequently they are usually weeded once a year.

Other Vertical File Material

Newspapers and periodical clippings, leaflets, folders of pictures, documents and other miscellaneous publications constitute the vertical file material. The library clips the newspapers for articles pertaining to the College or persons connected with it, the city, county, state or the nation which have potential reference value for the faculty and students. These clippings and other miscellaneous items are put in folders, labeled and arranged alphabetically in the vertical files. The reference librarian maintains a file of all the subjects on which there are materials. These materials are circulated within the confines of the library upon the request of a patron. Like pamphlets, other vertical file materials may be described at best as ephemeral, therefore, weeding is usually done once a year.

Summary

Currently, the library receives over 50 per cent of the titles on The Classified List of Periodicals for the College Library. All subject fields are represented except astronomy and German. The library receives 604 periodicals, 294 of which are on the evaluative list.

There are almost complete files of back periodicals from the dates subscriptions began to the present time, totaling 21,100 volumes. In the way of improving, the library should increase subscriptions in areas where there are only a limited number or no representation of periodicals.

The library subscribes to 33 newspapers, 10 of which are Negro papers. Four newspapers are on microfilm; however, only one is currently received on microfilm. The lack of space poses a problem in as much as the back issues of newspapers must be discarded. Newspapers are valuable research sources, therefore careful consideration should be given to the storage of such when more space is available.

Pamphlets, clippings and other material of ephemeral value are put in the vertical files and arranged alphabetically. Government publications and pamphlets that are of permanent value are processed the same as new books.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

From the discussions in the preceding chapters, the most obvious conclusion that can be drawn is that the materials collection of Texas Southern University Library is very inadequate to support the educational program of the institution in both the quality and quantity of its holdings. With the exception of the holdings of Negro fiction and the periodicals, the collection is weak in every area. The library does not have 50 per cent of the titles represented in the Lamont Catalogue which was used as the evaluative criteria for measuring the quality of the holdings. The materials can be considered as being fairly recent since the majority of the books were copyrighted in the 1940's. However, there are not enough books with copyright dates after 1950 in the areas of science and applied science where recency is of prime importance. Heretofore, college librarians have placed major emphasis on the quantity of the materials with not enough attention given to the quality. More recent conclusions are now pointing to the fact that a "continually changing collection of 25,000 volumes"¹ correctly selected will serve the undergraduate needs.

¹Branscomb, op. cit., p. 170.

The original enactment which created the University stipulated that the institution was to be a university of the first class providing instruction, training and higher education. The University has a multifarious curriculum which necessitates an adequate materials collection. It is important, then, to have a broad coverage of subjects which would demand careful consideration in the selection of new acquisitions.

Because of the limited financial subsistence, the library is inadequate in the materials collection, the professional personnel, and in housing facilities. It is felt that when the financial problem is solved many of the existing conditions will be improved. In the meantime, the following recommendations are submitted:

1. That an immediate program of investigation and planning be initiated by the University Library which would include faculty participation and cooperation. The idea behind such a planning program is to strengthen the entire materials collection in both quality and quantity.
2. That the Library increase the number of professionally trained personnel for more efficient service. Trained librarians are needed to be directly concerned with personal services for promoting effective library use. The materials in the special collections are of value and should be processed and made easily accessible

to the faculty and students. This requires technical library training.

3. That in planning a suitable library building and working quarters consideration should be given to the functional services in relationship to adequate facilities for readers and materials. This implies that ample space should be provided in the way of reading rooms, stacks, and service areas for the convenience of the faculty and students. Attention should be given to such necessities as conference rooms and individual study areas which could allow for independent study or close contact with others.

APPENDIX A

FORM USED TO INTERVIEW FACULTY MEMBERS

- (1) Does the library, in your opinion, have sufficient materials for courses offered? Yes. _____ No. _____

If not, what kind of materials are lacking? _____
_____.

In your opinion, why are these materials not available in the Library?

- (1) Budget _____
- (2) Method of selection _____
- (3) Library administrative practices _____
- (4) Procedures used in ordering _____
- (5) Other reasons _____

- (2) Does the library give good _____ average _____ or bad _____ service to its users?

- (3) In using the library do you usually find what you want? Yes _____
No _____

If not, was it because:

- (A) the library does not own the book _____ magazine _____ or newspaper _____.
- (B) the books you found were inadequate. Yes _____ No _____
- (C) the book _____ magazine _____ or newspaper _____ was out.
- (D) other reasons _____

- (4) What method do you use to find library materials?

- (A) use card catalog _____
- (B) go to the stacks _____
- (C) ask the librarian to find it for you _____
- (D) use the library NEWS NOTES _____
- (E) other methods _____

- (5) Do you think the library should contain everything that you or your students might need? Yes _____ No _____

- (6) Should the library borrow all materials it does not have, but which the patron desires to use? Yes _____ No _____

- (7) Do you think the library is important in teaching? Yes _____
No _____

Are your class lectures prepared through the use of library materials as well as textbooks? Yes _____ No _____

Do you refer the students to the library for supplementary materials? Yes _____ No _____

If you do, how often?

- | | |
|--------------------------------|------------------------|
| (A) everyday _____ | (D) once a month _____ |
| (B) once a week _____ | (E) infrequently _____ |
| (C) once every two weeks _____ | (F) others _____ |

- (8) Are your students required to fulfill assignments even though the materials for such assignments are not in the University Library? Yes _____ No _____

If they are, what sources are they encouraged to use?

- | | |
|-----------------------------------|------------------------------|
| (A) bookstore _____ | (D) inter-library loan _____ |
| (B) private libraries _____ | service of the library _____ |
| (C) other libraries in city _____ | (E) other _____ |

- (9) If and when you are advising graduate students in the selection of research topics, do you encourage them to check the library for sources of information before deciding finally on their topics? Yes _____ No _____

- (10) Do you send in requests for books to be ordered for your area of instruction? Yes _____ No _____

If you do not request any materials to be ordered for your area, why?

- | | |
|-------------------------------|--|
| (A) collection adequate _____ | (D) is the responsibility of library _____ |
| (B) don't have time _____ | (E) is the responsibility of the department head _____ |
| (C) don't know how _____ | (F) others _____ |

(11) What are your suggestions for improving the library's
collection? _____

APPENDIX B

QUESTIONNAIRE USED TO SECURE THE
OPINIONS OF STUDENTS

Do you use the library?

- a. Once a week -- b. Twice a week -- c. Three times a month --
d. Less than once a month --

Do you usually find what you want? Yes -- No --

If not, was it because:

- a. The library does not own the books -- magazine -- or
newspaper --
b. The books you found were inadequate Yes -- No --
c. The book -- magazine -- or newspaper -- was out
d. Other reasons --

Did you use the card catalog? Yes -- No --

Have you ever used the card catalog? Yes -- No --

Did you find the card catalog hard to use? Yes -- No --

If you find the library lacking in certain books or kinds of books
or magazines, please state what as clearly as you possibly can _____

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